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ABSTRACT

The guide, intended to accompany a 26-minute videotape recording, gives background information to assist in discussion of effective classroom practices appropriate to linguistically and culturally diverse students in first grade. The first part reviews briefly the basic principles of effective instruction in multicultural/bilingual classrooms. The second part outlines some effective strategies for a bilingual classroom, using quotations from the video and focus questions as a basis for discussion. The strategies examined include thematic instruction, the language development approach, collaborative/cooperative learning, classroom organization, and a number of literacy development strategies and activities. A brief list of resources is included. Appended materials include suggested activities to be incorporated into 2-hour, half-day, and 1-day workshops based on the videotape. (MSE)

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Profile of Effective Bilingual Teaching, First Grade.

Video Facilitator's Guide.

Meeting the Challenge of Teaching Linguistically Diverse Students,

Video Series.

Featuring: Erminda Garcia

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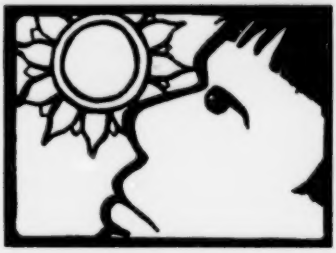
Meeting the Challenge of Teaching Linguistically Diverse Students

Video Series



Video Facilitators Guide for *Profile of Effective Bilingual Teaching First Grade*

Featuring: Erminda Garcia

THE NATIONAL CENTER FOR RESEARCH ON CULTURAL DIVERSITY AND SECOND LANGUAGE LEARNING

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A Video Facilitators Guide for
Profile of Effective Bilingual Teaching: First Grade

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Video Facilitators Guide for

Profile of Effective Bilingual Teaching
First Grade

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Forward

The video, *Profile of Effective Bilingual Teaching: First Grade* and the accompanying facilitator's guide have been developed to provide ideas for more effective instruction in bilingual classes. Many of the features of this classroom exemplify aspects of effective teaching identified through research conducted by the National Center for Research on Cultural Diversity and Second Language Learning.

The National Center for Research on Cultural Diversity and Second Language Learning was established by the Office of Educational Research and Improvement of the United States Department of Education to promote the intellectual development, literacy and thoughtful citizenship of language minority students, and an appreciation of the multicultural and linguistic diversity of the American people.

Housed on the University of California, Santa Cruz (UCSC) campus, the Center involves collaboration between the Linguistic Minority Research institute, a multi-campus institution of the University of California and the Center for Applied Linguistics. The Center's work involves a diversity of disciplines, includes participants from throughout the country, and addresses the needs of a variety of language minority groups.

We hope that teachers will find this video and facilitator's guide a rich resource of ideas for teaching bilingual students.

Barry McLaughlin
Director

Introduction

In conjunction with the video *Profile of Effective Bilingual Teaching : First Grade*, this Facilitator's Guide is designed to give the background information necessary to be able to engage an audience in discussion of effective classroom practices that are appropriate to linguistically and culturally diverse students. The guide is divided into two major sections:

Section one:

Principles of Effective Instruction in Multicultural/Bilingual Classrooms

Section two:

Effective Strategies in a Bilingual Classroom

In Section two, quotes from the video draw attention to major points. Running times are provided to assist the facilitator to revisit portions of the video. Sample focus questions are provided at the end of each section to facilitate discussion and dialogue.

The appendix contains general outlines about how to use the video for a short presentation, half day or for full-day workshops.

This video provides an overview of how effective strategies are woven together in this particular classroom. It is the weaving of these strategies that makes this classroom exemplary.

"What I hope kids leave with is that sense of power that they are literate members of the community," states Erminda García a First Grade teacher in the Pájaro Valley Unified School District in Watsonville, California.

Erminda García's classroom is alive with talk in English and Spanish. It is filled with children reading and writing. One feels learning taking

place. This is a bilingual first grade class at Alianza School.

The immediate background of the culturally and linguistically diverse children in this class is not conducive to academic success. Most of these children come from homes where their parents work in Watsonville's agricultural industries, either as field laborers or food processing workers. Most are from families living below the poverty line with few parents having more than a fifth-grade education. Some families move frequently in pursuit of work or housing and/or return to Mexico for a portion of the year. Most families live in a barrio in downtown Watsonville in overcrowded, substandard housing. In this classroom the demographics make little difference. All children are expected to learn to read, write, understand and speak both English and Spanish. And they do.

So, what is it that makes this an exemplary classroom? How has Erminda García prepared herself to make this classroom effective for culturally and linguistically diverse students? What beliefs, attitudes and feelings does she have about her students? What effective strategies does she use to put those beliefs into practice? The video: *Profile of Effective Bilingual Teaching: First Grade*, attempts to answer these questions and give other teachers the opportunity to engage in reflection and dialogue about the principles that guide their own classroom instruction.

Erminda García's classroom featured in this video demonstrates how a teacher can integrate her professional training and development into successful classroom learning experiences. Erminda shares a powerful set of principles that guide her teaching in significant ways. She selects

materials, management and instructional strategies according to these principles. The video invites viewers to engage in a professional dialogue about teaching and learning.

While watching, keep in mind the many levels of viewing that can occur within any given segment. Watch the children, watch the teacher, watch the classroom. Then, watch again. Revisiting passages several times will reveal new depths and deepen understandings.

Section I

EFFECTIVE INSTRUCTIONAL PRACTICES IN MULTICULTURAL/ BILINGUAL CLASSROOMS

In "Education of Linguistically and Culturally Diverse Students: Effective Instructional Practices," Dr. Eugene García describes the implications derived from recent research documenting those effective practices that make a difference in the educational achievement of diverse students. They are:

- Any curriculum, including one for diverse children, must address all categories of learning goals (cognitive and academic, advanced as well as basic.). We should not lower our expectations for these students, they too need to be intellectually challenged.
- The more linguistically and culturally diverse the children we teach are, the more closely we must relate academic content to the child's own environment and experience.
- The more diverse the children are, the more integrated the curriculum should be. That is, multiple content areas and language learning activities should be centered around a single theme. Children should have opportunities to study a topic indepth and to apply a variety of skills acquired in home, community and school contexts.
- The more diverse the children are, the greater the need for active learning, particularly informal social activities, such as group projects, in which students are allowed flexibility in their participation with teachers and other students.

- The more diverse the children are, the more important it is to offer them opportunities to apply what they are learning in a meaningful context.

Erminda García has incorporated the findings of Eugene García's research and expanded it to include effective emergent literacy research to create the principles that drive her own instruction. The video demonstrates these principles in action. All of Erminda's instructional choices are based on having this firm foundation in what she knows will be effective with the students she teaches. The principles that guide her can be grouped in three categories: Community, Student Centered Classrooms and Authentic Experiences. The principles are:

Community

- Create social organizations for active, collaborative learning.
- Involve parents as active partners in the instruction of their children.
- Believe that all students are able learners and that they will reach high expectations if given equitable learning opportunities.

Student Centered Classrooms

- Create places where children may exercise choice.
- Connect lessons with students' personal experiences and background knowledge.
- Create opportunities for students to successively approximate more advanced forms of language and literacy use.

- Respond to students' work in ways that acknowledge their personal interpretations and experiences.

Authentic Experiences

- Give students experiences with whole and authentic texts.
- Immerse students in print and demonstrations of its range of uses.
- Focus first on constructing meaning in literacy lessons and then on the mechanics of print.
- Engage students in purposeful literacy lessons that end with authentic products.

Viewing a teacher and a classroom of children living and learning according to the above principles will be an energizing and inspiring glimpse into what is possible for linguistically and culturally diverse students. We hope the video will begin a conversation among viewers that changes the instructional choices made in classrooms to create optimal learning opportunities for linguistically and culturally diverse children.

Section 2

EFFECTIVE STRATEGIES IN A BILINGUAL CLASSROOM

"The first thing, the most important thing is: Who are your students? How can you get the best out of them."
Time: 01:40*

This video demonstrates several aspects of an effective bilingual classroom. The organization of the video is designed to give the viewer a look at what happens in a real classroom setting on a day-to-day basis. Interspersed among the classroom scenes Erminda García explains the footage in more depth. From her commentary the viewer will gain insights into why Erminda has elected to employ certain strategies in her classroom. A more indepth description, contained in this guide, will assist the facilitator to guide discussion and answer questions.

Thematic Instruction:

"Thematic cycles brings all those pieces of curriculum together and gives the child the whole."
Time: 4:33

The instructional activities in this classroom are integrated across the curriculum based on a theme. At the beginning of the year, children are asked to brainstorm topics of interest. From this list Erminda plans her instructional units. In the video, the theme being studied is sea life. Note how during the various scenes in the video, Erminda continually questions the children about what they know and have learned about sea life. By continually tapping children's background knowledge and experiences, the learning activities actively engage the children in constructing new knowledge and generate the feeling of being connected to the classroom.

"Every child is tapped for what he knows."
Time: 5:01

The themes in this classroom follow a cycle from beginning to end. An initiating activity begins the theme. For the sea life theme, Erminda had the children look at and read a variety of books about sea life. The next step is to invite the children to

* Time 00:00 = First note of music before opening graphic

share what they know about the theme and what they want to learn. Erminda divided the children into groups of 4. These groups of 4 brainstormed and recorded what they knew about a particular sea animal and what questions they had. This information was then transferred to a class chart. The questions generated by the children help the teacher focus the lessons presented to small groups, the books that are read during shared reading and the types of science, math and social studies investigations that will be offered. The teacher also has in mind some "big understandings" she wants to get across to the children. In the case of the sea life, an understanding of the interdependence of ocean life was the "big understanding."

The classroom is inundated with activities, artifacts, books and opportunities to explore and learn about the topic. Engagement in the learning process is clearly demonstrated by the active participation of the children, the talk you hear between children and the general air that something important is happening here.

The theme is concluded with a culminating event or experience such as a field trip, sharing what was learned with another class and parents, or a classroom extravaganza.

Focus Questions:

- What evidence is there that children are actively engaged in the theme?
- What connections do you see between thematic instruction and the principles that guide Erminda's instructional choices?

Language Development:

Creating a rich language environment is the goal of language development in this classroom. Children are expected to engage in talk about the

"I want talk. I want that noise level."
Time: 10:18

theme, their lives and experiences, and what they are learning. Erminda has set up her classroom to maximize the opportunities children have to engage in all the processes of language-listening, speaking, reading and writing.

Grouping strategies facilitate language development. Note how the classroom is set up. Desks are clustered in groups of 4. With this set up, children can talk, read, work and cooperate with a partner next to them or with the others in the group of 4. Erminda explains that she carefully selects the members of a group to encourage the development of second languages.

Erminda also creates groups for small group instruction. Given the language status of the members of the class, there are three groups of children who receive literacy instruction in Spanish and one group who receives literacy instruction in English. The composition of these groups is also carefully constructed by Erminda and changed ever nine weeks to encourage children to take on new roles, communicate with others and to develop new abilities and skills.

"You're in charge of your first language here. In the bilingual center you are in charge of both languages."
Time: 14:55

Partner work is encouraged during literacy instruction. Children are paired to work at centers. Erminda, again, carefully matches the partners according to language proficiency and ability. Partners are encouraged to help each other with the language development activities in the center. In the video, Erminda makes clear the expectation of bilingualism to the children.

How the two languages are used in this classroom reflects how language is used in the community at large. The use of two languages simultaneously is how the community operates. The community in this classroom is bilingual. Therefore, it is viewed as natural to mix the two languages. Communi-

cating meaning is the important outcome. The viewer will see Erminda using both languages to make sure everyone understands, as well as seeing her conduct a lesson in one language to encourage high level thinking and communication.

Focus Questions:

- What characterizes the language use during the whole group lessons?
- How would you assess the effectiveness of developing bilingual children in this classroom?
- What questions/comments do you have about how language use can be structured in a bilingual class?

Collaborative/Cooperative Learning

Clearly, according to the research stated earlier, an effective bilingual classroom must incorporate collaborative/cooperative learning. Erminda has implemented many levels of cooperative and collaborative learning. She has examined cooperative/collaborative learning theories and gleaned from her experience those aspects that will work in her classroom. Several reasons for using collaborative learning are suggested: 1) to promote conversation 2) to bridge old knowledge with newly constructed knowledge 3) to bridge languages 4) to allow for rehearsal time 5) to promote a community of learners and 6) to provide scaffolds.

"Heterogeneous groupings are really important."
Time: 08:23

Much educational literature and research uses the term "a community of learners" to define the sense of family that is so necessary for children to feel a sense of connectedness to school. A major goal of this classroom is to initiate young children and their parents into the school and classroom "community". Parents are welcome participants in the classroom as visitors, helpers, or co-teachers.

"It's got to be safe. Safe because there is one community – una familia."
Time: 07:43

From the first day, children are expected to treat others and be treated with respect and caring. The classroom is a safe place. Risk taking is encouraged. Clear guidelines for how problems are solved, how one listens and respects one another and how to treat the environment all play a part in making this classroom "a community of learners".

In this classroom, children are taught to work together through the use of several cooperative structures. Erminda has found that partner work is an effective collaborative structure during whole group literature conversations. She has elected to teach her children the basics of Think/Pair/Share (Heads Together). That is, in response to a prompt, children are asked to think first, then share with a partner, then publicly share with the whole group. The application of this cooperative structure is visible in many scenes in the video.

"Groups of four are very important in all learning."
Time: 10:00

Heterogeneous groupings are very important in this classroom. Every opportunity is used to create classroom groupings where children work and communicate with others of different abilities, languages, leadership, or organizational skills. For literacy instruction, groupings of 8 or 9 are made first by language, then by mixed abilities. Groups are changed every nine weeks to ensure that heterogeneity is maintained. Normal classroom seating is in groups of four. Erminda wants children to talk to neighbors and to talk across the desks to the other members of the group. Many classroom activities are done in these groups of four, either by partners or with the entire group. Note the scenes in the video where children are working collaboratively on different activities.

Focus Questions:

- What evidence do you see that Erminda's goals for collaborative learning are being actualized in this classroom?
- How would you implement collaborative strategies in your classroom?

Classroom Organization

Management and classroom organization play an important role in the effectiveness of a teacher's program. In this classroom, Erminda knows it is important to meet with children in small groups and individually in order to provide an optimal learning environment for bilingual students. She also knows that children learn from each other and an optimal learning environment gives them the opportunity to work and talk together to construct meaning and deepen understandings. Her organizational structure supports children's reading, writing, listening, thinking and talking about literature and the theme.

The children in the class are divided into 4 groups of 7-9 children each for literacy instruction. These groups are formed of a heterogeneous mix of children by ability, but are homogenous according to language. A two hour time block with four thirty minute rotations is set aside for literacy instruction. During the literacy block each child participates in four different activities for 30 minutes each. They are:

- A small group literacy lesson with the teacher
- Interactive Journal
- Writer's Workshop
- Centers

(Literacy lessons, Interactive Journals and Writer's Workshop are explained in the section on Literacy Development Strategies.)

"Centers are very focused. You get in do your job and off you go."
Time: 14:29

Center activities are designed for two children at a time. With this structure, Erminda is able to pair children from different groups to work together. One of the goals of center work is that children learn to communicate effectively across languages. Therefore, children of varying language proficiencies are paired as often as possible. Center activities are related to the theme being studied at the time, but have a consistent focus over the course of the year. Each center is fully self-contained with all materials within reach. The Centers are:

The Listening Center: Children listen to taped stories in both English and Spanish and then do a follow-up activity that requires communication and cooperation.

The ABC Center: Children explore word patterns, spelling patterns or other phonetic concepts. Most activities are follow-up to a piece of literature giving children further exposure to the vocabulary from the book. Activities are in both English and Spanish. Children work in their home language first, then attempt with their second language.

The Bilingual Center: This center requires that children practice with their second language. Again the activities usually are an extension of a piece of literature that has been read or studied. Specific vocabulary and language patterns are explored and manipulated by the children.

The Art Center: Children interpret the theme in different ways using different media.

"The children have a map."
Time: 14:15

Each child has a map that tells them where to be during each time block. At the beginning of the year, children are introduced to each activity separately and have ample opportunity to feel comfortable and knowledgeable about how to

work independently. This independence frees Erminda to be able to concentrate on the literacy lesson and responding to journals.

Organization and management are the underlying, somewhat invisible, parts of a classroom that are critical to success. In this video note the level of engagement of the children. Try to identify the different activities that they children are doing. Note, as well, how Erminda can focus on her small group lesson without distractions from the other children.

Focus Question:

- How does the learning environment support Erminda's educational philosophy?
- What questions do you have about classroom management?

Literacy Development Strategies

The strategies employed for literacy development are highlighted by the teacher throughout the video. Some further explanation of the major strategies used will be useful to the viewer. Each strategy will be explained in isolation, but it is important to note that the success that children exhibit in this classroom is the result of an interweaving of experiences from all the strategies employed.

High expectations is the key to success in this classroom. The children come into an environment where they are respected and valued for all they have experienced. Their language, their culture, and their experiences have all prepared them to meet the challenges of formal schooling. This belief is the cornerstone upon which these literacy strategies are based, for without the firm

"Demonstration is very important. I don't make a list just to make a list. I make a list to remember something."
Time: 3:28

"Everyone is going to become a reader, a writer, a listener and a speaker – a learner – in this classroom."
Time: 24:56

belief that every child will be successful, the strategies will only just be good teaching, not the empowering tools for success that you view here.

Interactive Journals

"Interactive Journals are very powerful."
Time: 16:24

The journal is a literacy event that provides an authentic context for real communication between the child and the teacher and, often, between other children. Through this continued communication over time, not only can the teacher facilitate literacy development for the child, but also, the teacher and child can build a social context of shared thoughts, ideas, feelings, beliefs and experiences so important for the child to feel connected and empowered by his/her school experience.

"It's a place where if I had the teacher to myself, this is what I'd tell her."
Time: 16:29

An Interactive Journal is simply a compilation of pages in a folder or stapled together between construction paper. The children are invited to write whatever they wish. The children write, then bring their journals to the teacher and first, interact orally about what has been written, then interact through writing. The teacher listens and responds to the content of the message first and foremost.

"¿Por qué se lo va a comer?"
Time: 16:07

Next, after discussing the entry, the teacher responds in writing. Note how Erminda focuses each child's attention to watch her write. She vocalizes slowly as she writes. Most often, the teacher asks a question in her written response. The child usually responds orally to the teacher's comment or question. The question or teacher response is designed to carry the child to a new level of thinking. Often, the child writes more in his/her child as a result of the teacher prompt.

Erminda uses this one on one interaction to give a child some personal instruction on a skill or a writing convention the child needs. Note how she

points out correct spellings, shows a child how to properly form a letter and, most importantly, engages the child in a discussion of his/her own writing. Over time the Interactive Journal becomes a record of each child's writing development of both content and mechanics.

The Interactive Journal, thus, has all the elements of a rich literacy event. It provides the child with an opportunity to explore and continually redefine the writing process with the modeling and support of a more experienced mentor. The event is marked by its authenticity because it comes from the child.

"Mira, como escribí yo ballena. Tú pusiste la 'd' de Dario."
Time: 16:55

Focus Questions:

- What did you notice about the interactions during the Interactive Journal segments?
- What questions do you have about the process?
- How would you implement journals in your classroom?

Writer's Workshop

Writer's Workshop is a period set aside each day where children write. In Erminda's class one of the rotations during the literacy instruction is working in Writer's Workshop. While there, children follow the Writing Process from pre-writing to publishing during this daily period. Children choose topics and genres and write for a period of time. During Writer's Workshop children receive feedback on works in progress and finished pieces.

"Through Writer's Workshop we're going to be thinking and doing what a real author does."
Time: 12:17

Most clearly depicted in the video are the sharing and celebration of student-authored books. Children are invited to share finished pieces with the whole class and receive feedback. In the video, the viewer will see one child sharing a book that is about ready to be published. The class responds to

"We're ready for Author's Celebration."
Time: 11:26

the story. Then, this child will conference with the teacher and revise and edit the work to get it ready for publishing. Another child is sharing a published work. She has gone through the entire writing process with this work and is sharing a finished book.

"El Fin"
Time: 12:47

Writer's Workshop gives these children the opportunity to practice their growing abilities in writing. It is child-centered and reinforces the sense of community and produces a real and valued end product.

Focus Questions:

- What do you notice about how the writing process is incorporated in this class?
- What questions/comments do you have about Writer's Workshop?
- Identify ways you could incorporate more writing in your classroom?

"Being literature based means not only reading to kids from real books, but also making them aware of the craft of literature."
Time: 19:02

Literature-Based Curriculum
Literature is the mainstay of the literacy program in this classroom. Literature includes fiction, nonfiction, poetry, songs and any other print medium. This classroom provides many opportunities to interact with text of all kinds. The strategies for working with literature all begin with a whole, authentic text. The teacher then works with the children to analyze, evaluate and comprehend the author's craft.

Storytelling
Reading stories aloud is a daily part of this classroom. Storytelling refers to reading stories with rich plot and character development or expository text that is rich in content. Children are able to hear the story language and develop a greater understanding of the nature and purpose of reading. Reading aloud allows

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children to hear and enjoy an expert reading with fluency, intonation, and rhythm. Reading aloud is seen as the single most influential factor in young children's success in learning to read. By doing so frequently, we can see in this video the positive impact it has had on these children's attitudes towards reading.

Shared Reading

Shared reading can be defined as any reading situation in which a group of learners sees the text, observes the teacher (or another expert) reading it with fluency and expression, and is invited to read along. The text may be a Big Book, an enlarged chart of a poem or song, or any other print that is large enough for everyone to see. The literature being read is chosen for its high quality of language and illustrations and often includes rereadings of favorite poems, songs and books. It is a relaxed and social occasion that includes not only reading by the teacher, but an invitation for the children to read along as the enlarged text is tracked. The reading and discussion provide a context for children to be exposed to the language of books and poetry.

Using enlarged text allows the teacher to point out reading conventions such as left to right, top to bottom orientation and front to back. High frequency words and print conventions seen over and over again are incorporated naturally in a child's repertoire of reading strategies. During shared reading the teacher can make reading "public". For second language learners the exposure to language in the supportive context of built in visuals through the illustrations provides a rich source of comprehensible input. The rhythm and rhyme of poetry and song invites the children to practice language through oral rereadings. In

"As you're reading out loud kids are making meaning."
Time: 18:11

"Just for a minute, think. What happened to him?"
Time: 22:44

"What else could help you figure out this word?"
Time: 20:03

addition, second language learners are exposed to the reading process in their second language in a supportive and interactive context.

Literature Study

"Literature study allows children to go in there and study it."
Time: 22:59

Shared reading provides the initiating experience for a more in depth look at how reading works. The teacher often conducts a "Literature Study" where children share their responses, ideas, and questions to a text that has been read several times. Key concepts, as well as story elements are discussed. Through this type of dialogue, the children gain a deeper understanding of literature and make a personal connection to the selection being studied.

Guided Reading

" No dice; Me crees. Dice: ¿Me crees?" "Sí, es pregunta."
Time: 18:55

Little books are also used to conduct guided reading activities. Each child has a copy of the book and as a group, children read the text with the teacher. Different features of the text are pointed out and discussed. Sometimes the children take home copies of the little book and read with their families. After several practices as a group, individual children are asked to read the text independently. The teacher uses these opportunities to record anecdotal records of the child's increasing understanding about reading.

Book Innovations

Small group literacy lessons often focus on working with texts that have been presented during shared reading. These lessons incorporate the writing process in further understanding the reading process. Depending on the type of literature, the teacher plans small group lessons that use the known text and that requires children to further work with the text to develop new understandings about reading. Book innovations involve the children in the writing process to

create and innovate on texts. First, to focus on the topic, a prewriting brainstorming session is conducted. Children are asked to share their background knowledge, thoughts and ideas about the topic. Sometimes this is recorded on a graphic organizer, sometimes as a list. Then children write and receive feedback to their writing. Finally, the work is published and shared either as an individual book for the child to take home or compiled into a big book and placed in the class library. These book innovations can take several forms:

- Cumulative stories: The predictable or patterned text of a book is used as a model. Children then brainstorm and write their own ideas in place of the author's within the same predictable or patterned text.
- Wordless books: The teacher places the pictures from a wordless book on transparencies. Children are asked to look at the transparencies without comment and to silently construct a story line. Children are then encouraged to discuss the story line. Next, with the teacher as the scribe, the children collectively verbalize the story line. Copies of the transparencies are then made for each child and are used for independent reading.
- Collaborative stories: The story elements of a particular piece of literature are discussed. Then, children are asked to change an element, for example, the characters and then to work through the writing process to create a new story and text. The new work is published, a guided reading lesson conducted and the story goes home to be read again and again. Sometimes wordless books are used. Children then construct meaning from the pictures and negotiate the written text with the teacher. The teacher demonstrates conven-

"Something special about this book is that now we know you are real authors."
Time: 19:32

tional writing. The children then read the book they have helped write.

Focus Questions:

- What did you notice about how literature is incorporated into the classroom?
- What did you notice about children's reading in the video?
- How did the children interact with the literature?

"I really do read a book to inform myself."
Time: 04:01

Drop Everything and Read (DEAR)
Erminda has placed a priority upon self selected reading. By themselves children select books during DEAR each day. These books are usually a collection of old favorites and well known titles, plus books about the current theme being studied. All kinds of reading materials are provided from stories to nonfiction, dictionaries, catalogues and magazines. Children self select what and with whom they want to read for 15-30 minutes. As you will observe in the video, most children choose to read with peers. Discussion is viewed as a natural and beneficial part of reading.

Focus Question:

- What characterizes student to student interactions during DEAR time?

Conclusion

"Everyone is going to become a reader, a writer, a listener and a speaker –a learner –in this classroom."

This classroom and its children have shown us how effective teaching can bring about successful learning. The children in this video show us through their active engagement in the learning process that they can and will be prepared to meet the challenges of a multicultural, multilingual society. They will be collaborative, lifelong learners who are responsible for their own learning and understand that learning is built upon their own lived experiences. These children will be able to cross linguistic, cultural and racial borders. Erminda García said she wanted them to feel powerful, to feel they can be anything they want to be. And they are.

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Appendix

Workshop Outlines

Note to Facilitator:

The workshop plans outlined here are only intended as guidelines. It is expected that you will know your audience and can tailor these suggestions to their needs. Use the information provided in the Guide to inform yourself, as handouts to participants and/or a framework for an indepth workshop planning. Suggested times for each of the activities have been included, but these are only approximate as many factors can affect how long an activity will take, such as the size of the group.

The video, itself, presents many strategies for effective teaching. It also illustrates the underlying principles that provide the theoretical and philosophical underpinnings for these strategies. The Facilitator's Guide makes these clear. The video footage is intended to support participants in discovering and internalizing both the principles and the strategies through critical viewing, reviewing and reflecting. The running times provided in the right hand column in the Facilitator's Guide, along with the quotes from the classroom can guide you in reviewing portions of the video with participants to gain further insights into the principles and strategies. The Focus Questions at the end of each section can help you guide discussion and facilitate reflection on the part of the participants.

In designing a workshop format, keep in mind that participants need opportunities to construct their own meaning from the video. As much as possible, allow time for participants to reflect both in writing and orally about the meanings they are creating. Participants should be given the opportunity to suggest areas for further indepth study. In the half day and full day workshops, the suggested activities presented here will help focus participants on one or two strategies. In your presentation, allow participants the chance to choose those strategies that most interest them.

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Video Facilitator's Guide for

Profile of Effective Bilingual Teaching
First Grade

Two Hour Workshop Suggested Activities

Focus:

- Awareness building
- Reflection on practice

Begin the session by asking participants to brainstorm their ideas for what they might see in a video entitled *Profile of Effective Bilingual Teaching: First Grade.* Record the ideas on chart paper.	• Brainstorm (10 minutes)
Give participants some background information about the video such as the demographics of the classroom found in the Introduction to the Facilitator's Guide.	• Background Information (2 minutes)
Show the video. The running time is about 25 minutes.	• Video (30 minutes)
Ask participants to take a few moments to reflect in writing in response to the prompt: *What are the immediate thoughts that come to mind as you reflect on what you saw in the video?* *What questions do you have?*	• Quick Write (7 minutes)
Form groups of 4 or 5. Ask participants to share their reflections with the small group. Then, ask for volunteers to share with the whole group. Record on chart paper the questions that have been raised.	• Small group share • Popcorn share with whole group (15 minutes)
Use the questions generated from the Quick Write to focus participants in a reviewing of the video. You may wish to ask each participant to choose a	• Review video (25 minutes)

question, and review the video to see if the question can be answered. You may also wish to stop the video at different points suggested by the questions and discuss answers.

- Add to brainstorm
- Reflection through writing.

Close by asking participants to add to or change the brainstorm generated at the beginning of the session. You may wish to have participants reflect in writing in response to the following prompt:

> *What one thing will you change or think about changing in your classroom practice as a result of this workshop?*

Video Facilitator's Guide for

Profile of Effective Bilingual Teaching
First Grade

Half Day Workshop Suggested Activities

Focus:

- Awareness building
- Reflection on practice
- Awareness of effective strategies
- Moving towards implementation

Make a chart or an overhead of the focus areas for the Principles of Effective Instruction found on pages 4-5 of the Facilitator's Guide.	• Preparation
Review the principles with the whole group. Divide participants into four groups. Ask each group to look at one of the focus areas and make a list of how these principles could be translated into classroom practice.	• Share and reflect on Principles of Effective Instruction (30 minutes)
Preview the video by giving some background information about the classroom found in the Introduction to the Facilitator's Guide. You may wish to share the boxed quote from the teacher found on page 1 to help set the stage.	• Background information (30 minutes)
Show the video. The running time is about 25 minutes.	• Video (30 minutes)
Ask participants to take a few moments to reflect in writing in response to the prompt: *What are the immediate thoughts that come to mind as you reflect on what you saw in the video?* *What questions do you have?*	• Quick Write (7 minutes)
Form groups of 4 or 5. Ask participants to share their reflections with the small group. Then, ask	• Small group share

- Popcorn share with whole group (15 minutes)

for volunteers to share with the whole group. Record on chart paper the questions that have been raised.

- Review Strategies (25 minutes)

Share with participants the major strategies depicted in the video:

- Thematic Instruction
- Language Development
- Cooperative/Collaborative Learning
- Classroom Organization
- Literacy Development Strategies (include each of the strategies mentioned in the Guide (e.g. Interactive Journals, DEAR, etc.)

- Reflect on strategies (60 minutes)

Ask participants to reflect on what they saw in the video in regards to each of the strategies. You may wish to use the Focus Questions found at the end of each section in the Guide as a framework for discussion or you may wish to use the questions generated from the activity above to guide the discussion.

- Revisit video

Use the responses from the group to revisit the video, showing segments that might clarify questions or give additional information or insight. Suggest to participants that they focus their attention on a different aspect of the scene this second time (e.g. focus more on the children than the teacher or focus on the classroom environment).

- Reflective Write (10 minutes)

Ask participants to reflect in writing in response to the following prompt:

> *Which strategy would you like to implement in your classroom tomorrow? Explain why you choose that strategy? What more do you need in order to be able to implement it?*

- Share (10 minutes)

Ask for volunteers to share their writing. You may wish to use this information to plan further workshops.

Video Facilitator's Guide for

Profile of Effective Bilingual Teaching
First Grade

Full Day Workshop Suggested Activities

Focus:

- Awareness building
- Reflection on practice
- Awareness of effective strategies
- Moving towards implementation
- In depth study of one effective strategy

Make a chart or an overhead of the focus areas for the Principles of Effective Instruction found on pages 4-5 of the Facilitator's Guide.

- Preparation

Review the principles with the whole group. Divide participants into four groups. Ask each group to look at one of the focus areas and make a list of how these principles could be translated into classroom practice.

- Share and reflect on Principles of Effective Instruction (30 minutes)

Preview the video by giving some background information about the classroom found in the Introduction to the Facilitator's Guide. You may wish to share the boxed quote from the teacher found on page 1 to help set the stage.

- Background information (30 minutes)

Show the video. The running time is about 25 minutes.

- Video (30 minutes)

Ask participants to take a few moments to reflect in writing in response to the prompt:

- Quick Write (7 minutes)

> *What are the immediate thoughts that come to mind as you reflect on what you saw in the video?*
>
> *What questions do you have?*

- Small group share
- Popcorn share with whole group (15 minutes)

Form groups of 4 or 5. Ask participants to share their reflections with the small group. Then ask for volunteers to share with the whole group. Record on chart paper the questions that have been raised.

- Review Strategies (25 minutes)

Share with participants the major strategies depicted in the video:

- Thematic Instruction
- Language Development
- Cooperative/Collaborative Learning
- Classroom Organization
- Literacy Development Strategies (include each of the strategies mentioned in the Guide (e.g. Interactive Journals, DEAR, etc.)

- Reflect on strategies (60 minutes)

Ask participants to reflect on what they saw in the video in regards to each of the strategies. You may wish to use the Focus Questions found at the end of each section in the Guide as a framework for discussion or you may wish to use the questions generated from the activity above to guide the discussion.

- Revisit video

Use the responses from the group to revisit the video, showing segments that might clarify questions or give additional information or insight. Suggest to participants that they focus their attention on a different aspect of the scene this second time (e.g. focus more on the children than the teacher or focus on the classroom environment).

- Reflective Write (10 minutes)

Ask participants to reflect in writing in response to the following prompt:

> ***Which strategy would you like to implement in your classroom tomorrow? Explain why you choose that strategy? What more do you need in order to be able to implement it?***

Have participants share their writing in small groups. Give the additional instruction of asking each small group to come to consensus on one strategy they would like to pursue in more depth.

- Small group share (30 minutes)

Have each small group share the strategy they selected, including the reasons why they selected that strategy. After all groups have shared use a consensus building process to determine the order in which the group wants to pursue a more indepth study.

- Consensus building (15 minutes)

Note: To allow time to prepare for the in depth presentation of a strategy, you may wish to stop the training here and arrange for another time to meet.

NOTE TO FACILITATOR

The following outline suggests a training guide for Thematic Instruction. Use it as a map to design training for other effective strategies.

Discuss what is Thematic Teaching. Ask small groups to determine what are essential features in a thematic unit. Have each group make a list and post it. You may wish to add to the lists generated from the group based on your own knowledge or information presented in the Guide. For example, many times the "big understanding" is left out or the essential feature of integrating the language arts processes is not explicit.

- Essential Features list (20 minutes)

Ask each small group to use the Essential Features and create some kind of graphic organizer that could be used as a planning guide for a thematic unit. Groups should create the graphic organizer that is large enough for all to see. Instruct the groups to be prepared to share their graphic organizer with the whole group, including how the essential features were incorporated.

- Develop a graphic organizer for planning (60 minutes)

- Share graphic organizers (20 minutes)
- Design a thematic unit (40 minutes)
- Reflective write

Share graphic organizers with the whole group.

Ask participants to choose one of the formats presented and design a thematic unit. Encourage participants who have the same unit in mind to work together. If time, you may wish to have participants join with another group or participant and share what they have done.

To close ask participants to reflect in writing in response to the following prompt:

How has this workshop changed the way you will teach tomorrow?

Ask for volunteers to share with the whole group.

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Meeting the Challenge of Teaching Linguistically Diverse Students is a video series that presents some of the most effective instructional practices being used by teachers of linguistically andculturally diverse students. The videos show these practices at work in the classroom. Interviews with the showcased teachers and other experts explain how and why they are successful.

This facilitators guide, accompanying the video *Profile of Effective Bilingual Teaching: First Grade*, provides background information to enhance the use of the video by individual viewers and for staff development activities.

For ordering information about this video program and guide, and other educational programs of the *National Center for Research on Cultural Diversity and Second Language Learning*, contact:

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